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# School Activities

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# As the Editor Sees It



Increasingly, schools are providing more appropriate and attractive diplomas but even in these modern times we have seen some that looked like the "coffin plates" of several generations ago.

Incidentally, did you know that in our early colleges the students often wrote their own "sheepskins", then took them to the president for his signature?

And while we are on the topic of graduation, it is only five months or so before your commencement season — certainly not too soon to begin to line up your speaker. In any case, be sure to get "The 1948 Commencement Manual" from the National Association of Secondary School Principals, 1201 Sixteenth St. N. W., Washington, D. C. You can't invest one dollar, educationally, to better advantage.

Then this related thought: It is nearly time again for the purchase of class and other group-jewelry, and time to stress the earmarks of fraudulent "salesmanship"—"The price is going up soon;" "This is a special price to you;" "You are experienced so you can see the value of this article;" "We'll give you a special discount;" "Just sign here;" "Your order will help me in our sales competition;" "To advertise, we'll give you so-and-so." Hence (1) refuse absolutely to listen to such talk, and (2) deal only with reputable companies, which don't permit it.

If, as, and when some local school-funds-economizer complains about activities as being "the fads and frills of education," point out to him that three centuries ago reading and writing were considered frills; two centuries ago arithmetic was considered a fad; and one century ago civics, geography, and history were considered fads and frills.

Is college football an "essential state function?" If so, the federal government cannot collect tax on admissions; if not, it can. There still seems to be a difference of opinion judging by a few current lawsuits.

A great deal of needed school construction and reconstruction which was held up

by the war is now beginning to receive attention. Probably many a school administrator will find his worthy plans rejected because he did not educate his community on its needs, ability to finance, and on a proper appreciation of modern plants, devices, equipment, salaries, etc. A program of public relations is now more important than ever before. And extracurricular activities can be capitalized to good advantage in this cause, not only through public programs and performances, but also through assembly, home room, club, and other presentations, bulletin board and newspaper reflections, in surveys, drives and campaigns, and in other helpful ways.

May we emphasize again that school folks should be most careful about fostering official student participation in contests—local, state, or national. The Contest Committee of The National Association of Secondary School Principals (1201 Sixteenth St. N. W., Washington, D. C.) recently published its 1947-48 list of approved national contests. Better get it.

Personally, we don't believe in posies for the dead; we'd rather give them when they can be seen, smelled, enjoyed. The other day we had the rare privilege of publicly handing a bouquet to a lady we had not seen since we were in the second grade—a long time ago. This lady was one of our six most influential teachers—out of a total of 87. As a teacher we knew her for but a single year, but that year was important. Too often we take folks, especially our teachers, for granted. Let's hand out bouquets while they can still be enjoyed.

We have always heartily disliked seeing sportswriters hang war terminology onto athletic events—"battles," "campaigns", "warriors," "gladiators," "strategies," "camps," "weapons," "generalship," etc. We heartily dislike these expressions because in no way whatever do they reflect the main idea and purpose of interscholastic athletics.

And now for 1948! We'll live it but once so—



# Are Teachers Colleges Training a Third Sex?

**M**OST educators would probably agree that the basic function of any teacher training institution is to provide experiences that will make the student a good teacher. There will be no such agreement, however, on the question of the make-up of a good teacher, and the function which the good teacher is supposed to perform. There are those teachers who feel that the sole function of the English teacher is to teach English—and nothing more. Such subject matter minded individuals see no similarity between their job and that of the counselor or guidance officer.

There are, on the other hand, an increasingly large number of personnel minded teachers who believe that their concern is not so much the subject, but the individual to whom they teach the subject. Such teachers see intellectual training as merely one phase of their job—of equal importance are the emotional, economic, vocational, religious, social and moral aspects of the student's life. They are not satisfied to be mere dispensers of knowledge, the greater part of which is soon forgotten. They see themselves, rather, as personnel workers who are concerned with helping boys and girls reach a happy state of maturity and stability so that they are able to solve their own problems. This guidance may be given during the academic class period, it may be given during non-academic school activities, or it may be given outside of regular school hours.

Such personnel minded teachers are the ones who are sorely needed in American schools today. It is essential that teacher training institutions work toward the development of such teachers, and cease to turn out narrow individuals who are concerned only with their so-called special field, and care little or nothing about the individuals whom they teach other than that they "pass" the required examinations.

Many college students believe that the most important learning during the college life of the individual does not occur in the classroom, but rather in the numerous activities in which the student participates outside the classroom. Scott voices this opinion when he writes:

To many students, however, the extracurricu-

DUGALD S. ARBUCKLE

*Boston University of Education  
Boston, Mass.*

lum activities—in the sense of formally organized group activities, plus social activities—constitute the real life of the campus. It is perhaps at least unfortunate that to so many of the presumed beneficiaries of college life the "real life" is extra.<sup>1</sup>

The same feeling was expressed some years earlier by Townsend:

It is the experience of most college graduates that life in the college outside the classroom is reviewed in after years as one of the major "goods" of college experience...the extracurricular life of a teachers college should systematically foster a participation with others in self directed activities for the very legitimate reason that only by so doing may the teachers college insure to the student a realization of a normally developed pattern of interests of enduring design.<sup>2</sup>

The experiences which secondary school students often feel are real and valuable are also those which are still referred to as "extra" curricular. It is hardly flattering to our school system that the subjects in which the teachers have specialized are considered to be less valuable than those "extra" activities which are often tolerated as necessary evils, and may be sponsored by teachers whose unskilled and unwilling shoulders carry the burden only because they must.

These so-called "extra" experiences are the ones that the personnel minded teacher will utilize to the full, and the future graduates of teacher training institutions should be individuals who not only subscribe to this personnel point of view, but who are also skilled in the direction of various non-academic, but definitely educative, experiences.

We can no longer afford to graduate as a teacher an individual who feels that he can be a successful algebra teacher by the mere possession of algebraic knowledge alone. If he is to move ahead as a valuable member of his profession, it might be better that he also understand how to plan and operate a party successfully, how to

<sup>1</sup>Scott, William E., "Extra-Curriculum Activities," in John Dale Russell (ed.), *Student Personnel Services in Colleges and Universities*, Proceedings for the Institute for Administrative Officers of Higher Institutions, 1940. Chicago: The University of Chicago Press, 1941. Pg. 209.

<sup>2</sup>Townsend, Marion Earnest, *The Administration of Student Personnel Services in Teacher Training Institutions of the United States*. New York: Teachers College, Columbia University, 1932. Pg. 11.

help students in a dark room, how to help edit a paper, how to coach a football team, how to manage a skating rink, how to work as a dramatic coach. The ability to play bridge, to dance, and to take part in various athletic activities, are not unimportant trivialities. Nor is it a matter of slight importance that the teacher should be at ease in a social group, and should be able to speak intelligently before a group of individuals who may be housewives, ditch diggers, hog slaughterers, lawyers or taxi cab drivers.

Educators are prone to talk eloquently about how the school must be not a preparation for life, but life itself. But how can this be so when a goodly proportion of teachers are individuals who are sometimes known as the third sex<sup>1</sup>—the women lacking certain female characteristics as much as the men lack certain male characteristics! Teacher training institutions need to have as students people who are warm and alive—people who will live and work like human beings; people whose eyesight is not limited to some narrow field of study; people who are willing and eager to be at all times a student of human behavior.

Part of the training of such teachers should be in the field of non-academic activities which should, in turn, be a basic part of the curriculum. If the experiences of the students in teacher training institutions are to be limited to academic work, we can hardly expect to develop personnel minded individuals who feel that the secondary school program should include a wider variety of experiences than are to be found in the classroom during the teaching of an academic subject. It is high time that we develop as teachers individuals who, with a broad and varied background of experience, can effectively prepare the youth of the nation to take their place as responsible and thinking citizenry.

Minimum requirements in the development of such a program in teacher training institutions would appear to be as follows:

1. A personnel minded program needs direction and guidance—it will not just grow. Most presidents and deans of teacher training institutions are already laden with such a teaching and administrative load that they cannot be expected to do more. There are many deans who are def-

<sup>1</sup>Or the grey men, because they have no color.

initely personnel minded but who simply do not have the time to develop a program of non-academic activities. There are, of course, the more academic minded deans who have neither the time nor the desire to develop such a program. A fatal mistake being made in too many institutions is to saddle this responsibility onto the shoulders of a secretary—a woman who may be the most efficient secretary in the world, but one who has neither the training nor the understanding to act as an effective director of student activities. There is a definite need in every teacher training institution for a personnel minded faculty member whose chief function would be to develop and direct a program of non-academic student activities.

2. If such a program is worth while it should be made a part of the regular school day. The present student body is largely made up of mature individuals who carry many responsibilities other than their college work. The program must be one of non-academic, not "extra" curricular activities.

3. There should not be too much emphasis on the number of activities being carried on, but much emphasis on the value and continual improvement of the activities which do make up the program. It is much better to have a few activities which make a definite contribution to the total educative experience rather than have many activities which contribute little.

4. The non-academic activities should be considered a part of the regular program for teacher training — fully as much as practice teaching or the various courses in psychology and education. As such they should have the support of all faculty members, and an in-service training program may be necessary so that faculty members can act as effective sponsors or advisers for the various activities. There will be some faculty members steeped in academic tradition, who will have little inclination to aid in such a program.

5. The goal of such a program should be the active and profitable participation by all students in some non-academic activity—participation in which will better equip the student teacher for the vital role which he is soon to play.

6. The program should undergo continual evaluation, and should never reach a static or fixed position.

# Student Council Workshop

**T**HE first student council workshop in the nation was sponsored by the College of Education of the University of Georgia at the demonstration school on September 18, 19, and 20th.

Nearly one hundred students representing eighteen schools throughout the state of Georgia were present. The workshop was organized with the help of the following consultants:

Dr. O. C. Aderhold—

Dean of the College of Education  
University of Georgia  
Athens, Georgia

Dr. Fred B. Dixon—

Principal, John Marshall High  
School  
Richmond, Virginia

Miss Beulah Lott—

Sponsor, Student Councils, South-  
east Area  
Glynn Academy, Brunswick, Ga.

Miss Dorothy Hains—

Assistant Principal Tubman High  
School  
Augusta, Georgia

Mr. J. A. Williams—

Director Summer Conferences  
University of Georgia,  
Athens, Georgia

The first morning of the conference was used to organize seven student interest groups. These groups prepared material in the following fields:

1. Projects for the Student Council.
2. The promotion and regulation of student activities.
3. How to organize a new council.
4. How to operate a student council efficiently.
5. The work of the council committee on assemblies.
6. School publications.
7. Training for leadership.

After working for a day and one-half in these committee groups, reports were submitted to the entire membership. The report of the committee on training for leadership is given here as an illustration of the effective material produced in this workshop:

## REPORT OF THE COMMITTEE ON TRAINING FOR LEADERSHIP

In discussing the area Training for Leadership, the group debated such questions as:

FRED B. DIXON

*Principal*

*John Marshall High School  
Richmond, Virginia*

1. What do we mean by leadership?
2. What do good student-leaders do?
3. What are the qualifications of a good leader?
4. How can we get students with leadership qualities interested in becoming leaders?
5. How can we train students for leadership?

As a group, we have come to certain conclusions and formed certain beliefs concerning these questions.

1. We believe that

The student council must make the responsibility of training for leadership one of its major contributions to its school.

Therefore

The student council must begin such a program, organize and supervise it.

2. We believe that

Some people are born natural leaders and are willing to assume leadership; that others have leadership ability but are unwilling to assume such responsibility; others, too, may have latent qualities of leadership.

Therefore

The student council should plan programs to discover the natures, interests, talents and abilities of the whole student body.

3. We believe in putting first things first.

Therefore

The student council should plan methods for instructing homeroom officers or class councils, or whatever school groups there are, on how to build their own standards for selecting the best qualified pupils to run for each office.

4. We believe that

The student council should have a training program provided for council officers and members and for homeroom officers and members.

Therefore

The student council can have much mimeographed materials ready when called on for information on student participation in school life.

Such may be



1. Mimeographed copies of their Constitution and By Laws.

2. Mimeographed instruction sheets of the duties of officers.

3. Mimeographed lists of books, magazines and pamphlets on training programs, handling people and the like.

4. Mimeographed copies of the school's point system.

These are merely suggestions of devices that may be made ready for use in a training program.

5. We believe that

All the school must cooperate with their leaders.

Therefore

The student council should see that as many students as possible have a chance to cope with the difficulties of leadership so that they will be able to appreciate, understand and cooperate more fully with their leaders. Thus they become informed and intelligent followers. We feel this is the privilege and responsibility of every good citizen.

6. We believe that

The best way to learn about the people who make up the student body is even before they become high school members. Therefore

1. The student council might have a Freshman Day (this may have different names in different schools.)

(a) This Day should be held at the close of school prior to promotion to high school.

(b) The program should be of interest to freshmen.

(c) The Home Economic Club or the Snack Bar may have refreshments.

(d) The main purpose is to gain information about incoming freshmen; the age, family, health, hobbies, talents, interests.

2. The student council should plan some orientation or welcome of the freshmen on becoming members of the school—such as Big Sister or Big Brother to make each freshman feel wanted, at ease, and acquainted with the new surroundings.

3. If there is a Handbook, each freshman should be given one, and its use should be explained.

7. We believe that

Each homeroom must be informed of all that goes on in a student council meeting.

Therefore

The student council should see to it that

homeroom representatives have instructions in making accurate notes of the business transacted at a council meeting, have demonstrated a way of reporting such accurately to the homeroom, and have experience in how to secure homeroom action through free and democratic discussion, but with good parliamentary order, so that the homeroom representative may bring to the council the will of his group.

8. We believe that

Each high school pupil should have a working knowledge of fundamental parliamentary rules.

Therefore

The student council should plan a simple course in parliamentary procedure and enlist the aid of homeroom teachers in teaching these principles and practicing them in homeroom and class activities, seeing that each member, if he desires, has the opportunity of presiding, keeping minutes, and handling funds.

9. We believe that

Things just don't happen, they must be planned.

Therefore

Student councils must be ready to go, and those who intend to organize must initiate a leadership training program. The beginning will be slow, but it must be made sure, sure to meet the needs of all the school groups and aid in the service they render to school and to the community.

Let us not fail in our generation. We have been called "the hope and the guardian of the future of democracy". Let us go back to our schools, accepting the challenge of leadership, and strive to prove ourselves worthy.

#### ATTITUDE

It is difficult to understand why schools spend so much time and energy trying to teach English, arithmetic, history, geography, Latin, algebra and all of the other subjects and give so little attention to the development of the right attitude toward school work, toward the school as a whole and toward society. Far more would be gained if the procedure were reversed. When the school really succeeds in developing right attitudes, the learning in subject matter fields quickly takes care of itself.

—*The Bulletin of the National Ass'n of Secondary School Principals*

# What is the IFTA?

**T**ODAY there are all kinds of "future" organizations—future farmers, future aviators, and of course, future teachers. Most people have undoubtedly heard of the FTA, Future Teachers of America, but what they may be unaware of is the IFTA.

Iowa has undertaken an extensive program of leadership training for future members of the teaching profession. This program is manifest in the IFTA, which is patterned closely after the Iowa State Education Association. The IFTA delegate council is similar to ISEA delegate assembly—the legislative body. Both meet in Des Moines on the same dates, thus enabling the IFTA to audit the proceedings of the junior assembly and to better acquaint the members with the program of the ISEA. The IFTA governing body, the board of directors, serves the same function as the executive board for the ISEA. With such association the IFTA provides an opportunity for students in Iowa teacher training institutions to gain an insight into professional organization and to acquire practice in conducting their own organization.

The IFTA is divided into four regions similar to the district organization of the ISEA. Each region holds at least one annual regional meeting, at which the members elect for one-year terms the president, vice-president, and secretary.

A vital part of the IFTA program is its local chapter activity. There are twenty active chapters with a total membership of over five hundred students. Each chapter devotes three meetings each year to specified subjects. One of the three meetings is devoted to professional organizations, one to professional relations (with emphasis on the NEA and ISEA code of professional ethics), and one to educational employment opportunities.

Each local chapter is advised by a faculty member of the college. Advisors for the state organization are the state superintendent of public instruction, the executive secretary of the ISEA, the executive secretary of the State Board of Educational Examiners, and the director of professional relations of the ISEA.

The story of the IFTA has been one of gradual growth; and the IFTA is still growing. Many colleges in Iowa are just

HELEN ANN ROHRET  
*Marycrest College*  
*Davenport, Iowa*

beginning to organize local chapters in their schools; others are planning to do so. Those already organized are active and functional.

The IFTA, under the effective leadership of Mr. Kenneth Jonson, professional relations director for the State Department of Education and Dr. Wayland W. Osborn, executive secretary of the State Board of Examiners, has been revitalized to the point where it is now in a better position to direct the organization's effort to a greater and more rapid expansion and to a more complete realization of its principal objectives.

The IFTA has three main objectives:

First, to establish and accentuate a professional consciousness, particularly in the areas of professional organization relationship on a local, state, and national level, inter-teacher and teacher-citizenship relationship. IFTA is a practice school for the training of professional leaders.

Second, to inform its members of the nature of the Iowa State Education Association and the National Education Association Code of Ethics, and develop a loyalty to these codes.

Third, to keep its members informed on, and suggest how they may take advantage of employment opportunities.

Each teacher training institution in Iowa is invited to establish a chapter and to assist in the accomplishment of these objectives. It is the earnest belief of the leaders that through the activities of IFTA information and knowledge can be disseminated which will promote the enrollment of worthy students in the teacher training institutions of Iowa.

In order that the members of the group may have material acquainting them with the above purposes and objectives of their organization, the material has all been compiled into one manual, the IFTA Handbook.

An illustration of current progress in the IFTA was evidenced in the recent regional meet of the Southeastern district held at Marycrest college in Davenport. The main purpose of this meet was to acquaint the future teachers with the IFTA

Handbook. Representatives from the sixteen member colleges in the Southeastern district were in attendance.

This meeting brought educators, lecturers, supervisors, administrators, principals, teachers and students of different creeds, different schools of thought, and different levels of education together to discuss current professional problems.

Marycrest college, with its well-organized and active local chapter, the Tri Tau; with its large number of education students, with a senior student, Miss Betty Anstey, as the president of the Southeastern IFTA districts; and with its genuine interest in the promotion of the IFTA objectives was especially well-equipped to serve as hostess for the meet.

This particular meeting served almost as a cross section of the entire story of the IFTA drawing upon past experience, putting into practice the aims of the organization and planning for a prospective future.

The history of the Marycrest local chapter of Tri Tau (the Greek triple T symbol meaning "the true teacher") almost symbolizes the history of IFTA. The Tri Tau was one of the initial chapters formed when the IFTA was still in its infancy. The Tri Tau chapter was formed in October, 1939 when the IFTA was still under the direction of its original instigator and organizer, Dr. Russell E. Jonas, then executive secretary of the Iowa State Board of Educational Examiners.

The Tri Tau originated in Ottumwa Heights College, Ottumwa, and was introduced at Marycrest in October, 1939, the year of the opening of the college. Marycrest was especially fortunate to have as junior transfer students from Ottumwa Heights the officers of the Tri Tau there. Since its beginning at Marycrest it has been an extremely active organization. The Tri Tau constitution was drafted in February, 1941, and copies were immediately requested by two other schools—the University of Dubuque and Maquoketa Junior college—as a model for similar organizations.

Members in Tri Tau after graduation keep right on progressing; they do not stop. To quote as random examples from the post-graduate professional history of a few officers are the following: Mary Alice Noonan, secretary-treasurer in 1941, has been teaching in the Chicago school system since her graduation from Mary-

crest; Margaret Welsh, Tri Tau president in 1942, has been teaching commerce in a high school in Viola, Illinois; Lorraine Jung, member of the Tri Tau executive council in 1941, is now instructor in the department of history of Loyola university. Thus it is easily recognized that the influence of the local chapters is far-reaching beyond the school itself.

Strong effective organization was well evidenced in this Southeastern regional meet at Marycrest. In addition this meeting stimulated an interest to organize new and strengthen already existing local chapters.

The meeting was one in which all in attendance benefited: the students, who participated in the discussions and derived the benefit from the experienced lecturers and student representatives; the teachers, who discovered new ideas and methods and contributed helpful suggestions; the directors and consultants, who lead and guided the discussions—each gained from the other.

The three main divisions of the IFTA Handbook deal with Professional Organization, Professional Relations and Employment Opportunities. Committees from three different colleges are assigned the work of explaining these divisions of the handbook. A representative from Mount Mercy junior college, Cedar Rapids, explained Professional Organization through a lecture report including a description and explanation of the professional organizations in Iowa—Iowa Future Teachers Association, the local teacher organization, the county unit organization, Iowa State Education Association and the National Education Association. These were all discussed in the light of professional mindedness.

Ottumwa Heights college, Ottumwa, through a formal discussion, explained the division on Employment Opportunities. The discussion stressed particularly the various types of positions in the profession, the education and experience requirements of the different fields of professional service, personal qualifications which contribute to success in the different teaching assignments and employment opportunities in the different areas of the profession.

In a fantasy skit by means of flashbacks, a group of dramatic artists from Marycrest college exemplified the proper

*(Continued on page 156)*



# Procedures in Management of Invitational Basketball Tournaments

THE data compiled is the result of a nation-wide survey of administrative procedures practiced in the conduct of invitational basketball tournaments for high school boys. The survey disclosed that invitational basketball tournaments are sanctioned by thirty-one of the forty-eight states. Questionnaires were forwarded to the directors of 173 tournaments, and of this number, 129 questionnaires were returned and 110 used in the compilation of the data presented.

## DATA SECURED PERTAINING TO SELECTION OF ENTREES

Invitational tournaments are held for teams of the area designated as district in thirty-four per cent of the cases reported, and for teams of the area designated regional, in thirty-one per cent of the cases. State, immediate area, out-of-state, and county are areas for which tournaments are not so frequently held.

Twenty-seven per cent of the directors use team record of wins and losses as a basis in the selection of entrees, and forty-four per cent favor the use of classification of competition in selecting entrees. A maximum number of entrees is set by eighty-one per cent of the directors, and at sixty-one per cent of these tournaments the maximum number is determined by facilities or ease of administration.

In the use of means employed to invite teams to enter the tournaments, a letter is used by eighty-seven per cent of the directors. Personal contact is used by thirty-four per cent of the directors, telephone call by seventeen per cent. Press, telegram, and bulletin are means rarely used in the inviting of teams.

## FINDINGS RELATIVE TO FINANCE

Entry fees are charged by only seventeen per cent of the tournaments. Entry fees named ranged from \$1.00 to \$10.00, with most directors reporting the use of a \$2.00 fee. The granting of free admission for home students, visiting students, and the public is a practice rarely followed at invitational tournaments. Tickets are sold covering the entire tournament program in seventy-one per cent of the cases; ninety-five per cent of the tournament officials sell tickets covering single sessions.

L. L. WILLIAMS

*Director of Athletics  
Harrison High School  
Harrison, Arkansas*

Tickets covering single games are sold in only thirty-three per cent of the cases reporting. The receipts are used for purposes other than to finance the tournament in sixty per cent of the cases. Entrees receive part of the receipts at seventy-one per cent of the tournaments. At eighty-two per cent of the tournaments where concession stands are used, they are operated by the school. Programs are sold at thirty-four per cent of the tournaments and advertisements sold at thirty-six per cent. Civic organizations give financial aid to eleven per cent of the tournaments. The school underwrites the tournament project in forty per cent of the cases reported.

A number of activities are partially supported through the use of tournament receipts. Funds are given the athletic department at thirty-two per cent of the tournaments, with school activities next with approximately eight per cent.

As bases for the distribution of funds among participating teams, seventy-one per cent of the directors use mileage, fifty-two per cent use a percentage basis, and thirty-six per cent use time-in-tournament. Only one director reported the use of set amount as a basis for such a purpose.

Various agencies are held responsible in event of damage or loss of school property during the tournament; however, thirty-seven per cent of the directors indicated that no agency is held responsible for such loss or damage. The school is held responsible in twenty-five per cent of the cases and the athletic department at twenty-one per cent of the tournaments.

## DATA SECURED RELATIVE TO ADMINISTRATIVE DETAILS

Local newspaper publicity is received by ninety-nine per cent of the tournament sponsors, and either sectional or state-wide newspaper publicity by ninety-one per cent.

As for means of transportation used by entrees, the study reveals that eighty-four

per cent of the entrees use school busses, and eighty-three per cent use the automobile. Public bus and train are means used by a relatively few of the entrees.

Thirty per cent of the directors stated it is necessary to house some players in the homes of townspeople. As for the number of meals furnished players so housed, forty-six per cent of the tournaments furnish no meals, and thirty-four per cent give one meal daily.

The single elimination type of bracket is used at eighty-eight per cent of the tournaments, and the double elimination type is used at fifteen per cent of the tournaments. The consolation plan is used in conjunction with the single elimination bracket or with the double elimination bracket at a number of tournaments. The Round Robin and Lombard types of brackets are rarely used.

The survey relative to procedures pertaining to game administration reveals that play is broken into sessions at eighty-three per cent of the tournaments; that sixty-seven per cent have a definite ruling on the time of reporting of line-ups; and that sixty-four per cent favor the seeding of teams on the bracket. Forty-one per cent switch the times of some games on the bracket for good reasons, and twenty-four per cent fill byes on the bracket occasioned by teams withdrawing from the tournament. The practice of "sandwiching" games is rarely followed.

The tournament director draws up the bracket at forty-nine per cent of the tournaments, selects officials at seventy-per cent of the tournaments, and selects the timers and scorers at eighty-nine per cent of the tournaments. Committee and team representatives are types of personnel used at a minority of the tournaments for such purpose.

A protest committee is selected at thirteen per cent of the tournaments. In the selection of protest committees, the use of the committee plan is followed in sixty-one per cent of the tournaments. Entrees do the selecting at twenty-three per cent of the tournaments, and the director at fifteen per cent of the tournaments.

Teachers are used to handle administrative duties at eighty-six per cent of the tournaments, and students are used to assist in some capacity at ninety-three per cent of the tournaments. Sixty-six per cent of the directors stated that the tour-

nament does not disrupt the school schedule of classes.

As for the length of time allowed teams that are tardy to put in an appearance before games are forfeited, the range is from no time allowed to one session. Ten minutes and thirty minutes are the periods most frequently mentioned.

Concerning the length of time allowed teams in which to warm up prior to their games, directors reported a range of from no-time-allowed to thirty minutes. Eighty-four per cent of the directors named either ten minutes, fifteen minutes, or five minutes.

At eighty-five per cent of the cases reported the director sets a maximum number of players who may participate. Of these cases, eighty-four per cent set ten as the maximum number of players. A range of from eight players to fifteen was reported.

Two officials are used per game at ninety-four per cent of the tournaments. The use of one official and the practice of using one official in some games and two in others is rarely followed.

The number of officials used per tournament varies from one to fifteen; however, seventy-four per cent of the directors use two, three, or four officials.

Smoking is prohibited at seventy-nine per cent of the tournaments. Thirty-nine per cent of the schools depend on supervision by either school officials or police to enforce the regulation. Thirty-three per cent rely on means that may be classified as "appeals to citizenship."

The results on miscellaneous policies pertaining to tournament management indicate that sixty per cent of the directors reporting permit entrees to practice on the court in advance of the tournament. The responsibility of housing visiting players is assumed by forty-two per cent. Teams are requested to bring two sets of jerseys of contrasting colors in sixty-two per cent of the cases, and jerseys are readily available for the use of competing players in eighty-six per cent. Teams are prohibited from playing more than two games in one day at seventy-eight per cent of the tournaments reporting, and a physician is available to coaches for the examination of players at fifty-four per cent.

Ninety-nine per cent of the directors require participants to meet the eligibility requirements of the state athletic association. In seventy-six per cent of the cases,

it is necessary to secure the approval of the state athletic association in order to hold the tournament. Only thirty per cent of the directors assume responsibility for the eligibility of competing players.

A majority of directors indicated that they believe that a number of administrative functions are of sufficient importance to place a person in charge. These functions are designated as administrative details, game administration, admissions, concessions, and publicity. The responsibilities implied in the term "building and grounds" is a function given attention by fifty-nine per cent of the directors. Recreation is considered a major function by only seventeen per cent of the directors.

#### FINDINGS RELATIVE TO FACILITIES

Concerning the matter of facilities, ninety-nine per cent of the tournament directors have first aid equipment available for use of visiting teams; seventy-four per cent of the directors feel that facilities permit them to ventilate properly the gymnasium; ninety-one per cent believe that there is sufficient light for the playing court; eighty-six feel that there are no fire hazards; seventy-four believe that dressing rooms are adequate; and sixty-nine feel that their lavatories for spectators are adequate. The seating capacity of sixty-five per cent of the gymnasiums is inadequate, and thirty-eight per cent of the directors permit spectators to stand around the court while games are in progress. Playing hazards exist at thirty-six per cent of the gymnasiums.

Fifty different dimensions of playing courts were named, with eighty feet by forty-five feet the size most frequently reported. The number of playing courts used ranged from one to seven; however, one court is used at eighty-three per cent of the tournaments.

Ninety-three per cent of the directors stated that they regulate the temperature of their gymnasiums. The temperatures named ranged from fifty-five degrees to seventy-six. Eighty per cent of the replies fall within range of from sixty to sixty-eight degrees.

#### RESULTS SECURED CONCERNING COURTESIES

As for types of courtesies extended to participants of the tournaments, the study reveals that sixty-four per cent of those reporting provide entertainment at intermissions; seventy-four per cent recommend eating establishments; fifty-seven

per cent reserve parking lots; fifty-six per cent provide traffic directors; seventy-three per cent use loudspeakers; seventy-two per cent use electric clocks; and sixty per cent have information desks available. Recreation facilities are provided at twenty-nine per cent of the tournament; twenty-seven per cent arrange special tours or programs; thirty per cent provide some meals for players; eleven per cent provide transportation; and ten per cent provide entrees with a map showing key location.

#### DATA RECEIVED CONCERNING AWARDS

At thirty-four per cent of the tournaments, trophies are awarded for two places. Twenty-six per cent award trophies for one place; twenty-one per cent award trophies for three places; and eighteen per cent award trophies for four places. One director stated that no trophies are awarded at his tournament.

Ninety-one per cent of the trophies presented at tournaments are permanent trophies. In all tournaments at which temporary trophies are used these become the permanent possession of a school when they are won three times by that school. Players awards are made by the school at forty-one per cent of the tournaments, and player awards are made by outside agencies in eleven per cent of the cases. There is a limit to the monetary value of awards at thirty-three per cent of the tournaments. All-Star teams are selected at fifty-eight per cent of the tournaments, who also report that all players are eligible for selection as All Stars.

Awards made to players are much the same whether made by school officials or by outside agencies. Bases named on which player awards are presented are display of sportsmanship, selection as a most valuable player, winning of a free throw contest, scoring of the greatest number of points, and membership on a team placing first, second, third.

Officials are used to select All-Star teams at fifty-seven per cent of the tournaments, coaches select All-Star teams at fifty-four per cent, and committees are used to select such teams in twenty-eight per cent of the cases. Sportswriters seldom select All-Star teams.

From five to fifteen players are selected as All-Stars at the various tournaments. Fifty-three per cent of the directors reported that ten players are named All Stars, and at thirty-four per cent of



the tournaments five players are selected.

**CONCLUSIONS DERIVED FROM THE STUDY**

The following conclusions were arrived at from the data secured: (1) More invitational tournaments are sponsored in the sections of the United States that are known as the Middle West and the South, than are sponsored in the sections known as the Northeast and Far West. (2) Teams invited to enter tournaments are selected from areas that are near the tournament site. (3) Tournament projects are successful financially. (4) Agencies outside the school and non-school personnel play little part in the carrying out of the tournament program. (5) Procedures pertaining to game administration are similar in all sections where tournaments are sponsored. (6) Tournament directors experience few problems resulting from poor conduct on the part of visiting personnel and spectators. (7) Tournament directors believe that they should assume responsibility in connection with the safety and convenience of visiting players and spectators. (8) Tournament directors are quite conscious of the responsibilities and opportunities for extending certain kinds of courtesies to players and spectators. (9) Tournament directors favor the practice of making team awards. (10) Invitational tournament directors set eligibility requirements in accordance with the standards set by their state athletic association.

#### What Is the IFTA?

*(Continued from page 152)*

relationships between teachers with the employer, teachers with the public, teachers with business, and teachers with one another.

Principal speaker for the day was Dr. H. C. McKown, noted educator, lecturer and author whose speech entitled, "If I Were in Your Shoes" stressed the importance of the complete development of the child — physically, mentally, spiritually, emotionally and socially.

Another outstanding speaker was Mr. H. R. McPhail, director of elementary education in Davenport, who treated the importance of a professional attitude in education in his speech, "Looking Forward to Teaching."

Perhaps a more complete picture could be gained from a bird's-eye glimpse of the day's program: registration began at 9:00 o'clock a. m. followed by a welcome

from the president, Miss Betty Anstey. To get the group in a responsive mood, there was group singing of such old favorites as "School Days," "Down By The Old Mill Stream," "Bicycle Built for Two," and "I've Been Working on the Railroad." After the business meeting which followed, there was a soprano solo; then Mr. McPhail addressed the group. Next a representative from Mount Mercy college, Cedar Rapids, Iowa, introduced the discussion of the handbook with her topic on Professional Organization. Miss Ellen Hartnett, field director and Dr. Mildred Fenner, associate editor of *NEA Journal*, acted as consultants. Twelve noon, and it was time for the luncheon at a downtown club. To refresh the group for the afternoon before the continued discussion of the handbook, the Marycrest semi-chorus sang a few numbers. Representatives from Ottumwa Heights college continued with their discussion on Employment opportunities, with Dr. Wayland Osborn as their consultant. Marycrest college, with Mr. Kenneth Johnson as their consultant, completed the discussion of the handbook with their explanation of Professional Relations. Highlighting the afternoon was Dr. McKown's stimulating discourse. Following adjournment of the meeting, there was a tea held in the lobby to enable the teachers, students, and guests to become more personally acquainted.

The education club united majors who are specialists in the fields of English, drama, art, commerce, music, and home economics all of which contributed to effect the unified whole of the meeting.

And, it may be well assured, the growth of the IFTA did not end with this meeting. Indeed the very work for future meetings was initiated here. As one of the many instances which could be cited, a representative from the State University of Iowa moved that the IFTA become more closely associated with the Iowa State Educational Association in order that they may gain more prestige and recognition.

Thus it is seen from this cross section that the IFTA is in all truth a future organization. Already the IFTA touches fingertips with the ISEA. The live local chapters which makes possible the even more active regional meets bring together professional and pre-professional interests. Indeed the history of the IFTA and its present status are forward-looking.

# Planning the Negative Rebuttal

**RESOLVED:** That the Federal Government Should Require Arbitration of Labor Disputes in All Basic American Industries.

**HAROLD E. GIBSON**

*Coach of Debate*

*MacMurray College for Women*

*Jacksonville, Illinois*

ONE of the basic requirements of a good high school debate topic is that it should grow in interest as the season progresses. The ideal condition is one in which the public interest in the topic increases as the season continues and reaches a point where a final decision can be reached on the topic as the season ends. This question seems to be one of the ideal type. The interest in the American labor problem is fast reaching the point where some very definite decisions will have to be made either by Congress or by the Courts.

During the last few months we have witnessed the fights of organized labor to evade and overthrow the Taft-Hartley act. Before the debate season is over, several of the major decisions on such labor disputes as those of the printers and musicians unions will have been made. We will know whether the Taft-Hartley law will stand. With the approaching election next year, both major political parties will have taken their stand on labor problems, and their positions should be watched with great care by the debater who is preparing to debate upon this topic.

While it is always true that the best preparation that can be made for the rebuttal speech is to have your constructive speech well organized, it must be remembered that something is needed if the debater is to meet the arguments of his opponents. The debater in preparing a rebuttal speech should read all of the latest material published on the subject. He should also study the methods of presentation used by affirmative debaters. The negative debater must study these things as the season progresses, so that he will be able to keep up with changing conditions and changing methods of presenting facts by his opponents.

## HOW CHANGES IN CONDITIONS ALTER NEGATIVE REBUTTAL PLANS

Negative debaters should take advantage of recent changes in public opinion when they are preparing their rebuttal speeches. This not only gives them the

advantages of presenting the very latest materials, but any change in conditions regarding a subject usually works to the advantage of the negative. It must be remembered that the affirmative has been given a definite proposition to defend, and the negative can analyze in advance any effect that a recent change of events will have upon the affirmative constructive case. The negative case is always flexible, and so recent events can be interpreted in many ways in the actual debate.

When the debate subject was selected, labor and capital were at each other's throats, and there was a need for some type of a change that would solve the problem. The defense that the affirmative is forced to make is one of compulsory arbitration, according to the wording of the question. When the Taft-Hartley law was passed, we found a new solution to the problem, and so the negative had a chance to change its method of attack. The affirmative, on the other hand, is forced to keep its arguments much the same, but also forced to incorporate a defense against this new solution to the labor problem. The affirmative has to show that, even in spite of the Taft-Hartley law, there is still a need for their proposal.

## MAJOR POINTS OF STRENGTH IN THE NEGATIVE REBUTTAL

### THE PEOPLE ARE OPPOSED TO COMPULSION

One of the greatest points of strength for the negative in its rebuttal lies in the deep-seated feeling of the American people against any form of government compulsion. Even though the people might get so aroused over existing labor problems that they might ask Congress to enact such legislation, it is a well known fact that the people would not allow such legislation to be put into effective operation.

Let us assume that we had a plan of compulsory arbitration of labor disputes. Then suppose that 100,000 members of a union went out on strike in defiance of the law. The next move for the government is to either compel these men to re-

turn to work by the use of armed forces or to resort to the courts. When such a thing happens, the public will call a halt. The people would not allow the government to put 100,000 wage earners in jail even if we had the penal facilities to care for them. Within a short time, the attitude of the public would show that the law cannot be enforced. When this happens the law becomes useless.

An excellent analogy can be drawn between this law and the Prohibition Amendment. This amendment was unpopular and was evaded in all sections of the nation. Soon it became apparent that it could not be enforced and at that point the people lost all respect for the act, and it had to be repealed.

#### COMPULSORY ARBITRATION HAS NOT WORKED ABROAD

The failure of compulsory arbitration to solve the labor problems of the nations where it has been tried is an indictment that plays heavily into the hands of the negative. Both New Zealand and Australia have had such a plan since the turn of the century. In spite of their lives and the fact that they are not highly industrialized nations, and so should have fewer labor problems, the plan has failed to stop strikes.

Now we want to ask the affirmative if the purpose of their proposal is not mainly to stop strikes? They must answer yes. On the other hand, we see Australia and New Zealand have had as many strikes per capita as we have had in the United States over a long period of years. This has happened even in spite of the fact that they have a law outlawing strikes.

We can reach only one conclusion from the experience that Australia has had with Compulsory Arbitration. That is that the system simply won't work in foreign countries, and so we have no reason to believe that it will be successful in this nation.

#### ARBITRATION CAN NOT BE ENFORCED

The negative can make much of the contention that compulsory arbitration simply cannot be enforced. We know that the affirmative will point to the effectiveness of the show of force in settling the Railway Workmen's Strike and the coal miners' strike a few months after the war closed, but these were special cases. The public wanted commodities, and these strikes were denying them the privilege of buying what they wanted. In fact, at

that time the general public wanted to see labor leaders get a spanking. Will this condition exist when times are normal and the public will not be inconvenienced too greatly by a strike?

We could go on and on, pointing out just why a plan of compulsory arbitration cannot be enforced. We feel, however, that a better plan would be to ask our affirmative friends to tell us just how they plan to enforce their proposal. Would they use the military power of the federal government; would they resort to the courts; would they put all violators in jail?

When our affirmative friends have pointed out just how they propose to enforce their law providing for compulsory arbitration, we will take their specific plan showing just why it will not work.

We do not intend to allow our affirmative friends to get by by stating that all they have to do is to prove that their plan should be adopted, that they do not have to present a plan—to tell how the plan will be enforced. We maintain that the affirmative must prove that the plan will work. If they cannot prove that it will work, then they cannot prove that it should be adopted.

#### THE TAFT-HARTLEY ACT WILL SOLVE OUR PROBLEMS

The negative debaters have a very strong rebuttal argument in the Taft-Hartley Act. While it is true that this act is being tested in the courts by the printers' and the musicians' unions, it must be admitted that it has done much to eliminate labor problems in this country. It has provided a method of settling labor problems without the threat of eventual compulsion of labor by the government. All that it has done is to establish a system of settling problems that will work in most cases and that at the same time will allow labor to retain its hard won right to strike.

Now let us examine the affirmative argument that the Taft-Hartley Act can be enforced. When they make such a statement they must then take another step and point out just how they plan to enforce their proposal, which is much more drastic than the Taft-Hartley bill. This will be a difficult job, but the affirmative can be forced to show just how their plan will work if they wish to win their debate.

#### ADVANCED PREPARATION FOR THE REBUTTAL SPEECH

There still remains a large group of



high school debaters who feel that there is no way to make an adequate preparation for the rebuttal speech. Nothing could be farther from the truth. In fact it is just as easy to prepare in advance for the rebuttal speech as it is for the constructive speech. The only difference is in the methods used.

When a debater prepares for the constructive speech, he first outlines his arguments and then writes out his speech to fit his outline. The procedure is somewhat different in the rebuttal preparation. In the later preparation, the first step is to read all of the latest materials on the subject to make certain that there have not been any important changes during the last few months. The next step is to make a list of the weaknesses of the affirmative case. Since most of the weaknesses in an opponent's case can be discovered before the actual debate contest, it is rather easy to prepare arguments to meet the case of your opponents.

The next step is to make a list of the strong arguments in the case of your opponent. Suitable rebuttal arguments should be prepared with extreme care, but they should be ready to use on a moment's notice in the debate contest.

The final step in preparation is to practice the delivery of each individual rebuttal argument that has been prepared. Make an attempt to improvise an introduction to each argument so that it can be blended into the rebuttal speech without any breaks apparent to the audience. Practice in making an effective delivery in the rebuttal speech will make your debating much more effective.

If the rebuttal is prepared in this manner, the presentation of the final speech will be easy.

## Play for Play's Sake

W. N. VIOLA

*Director of Dramatics  
Senior High School  
Pontiac, Michigan*

**T**OO OFTEN the play is presented for a means to an end. The football team needs new uniforms. Let us put on a play and get the money. That is the cry. It seems that anyone could give a play. However, how many times are people cheated with a poor production, when

their only reason for attending is to please the players and to donate funds to the football squad! Why not take a collection and not waste people's time? Better yet, if the school authorities want football, why not make financial arrangements to take care of it? An athletic activity could exist on a paying basis when well organized.

The senior class members want jewelry, rings and pins; but they are so expensive. A thoughtless individual suggests a play to raise money. It will be fun for everybody, and the seniors will not have to pay for their ornaments.

The luckless person to sponsor the affair is the class advisor. In case of a small class, everyone wants to participate. Now to find a play with the right number of boys and girls. Of course it does not matter the type of play nor its qualifications. The main idea is to give every senior an opportunity to act. And the play is supposed to be worthwhile.

When the senior class is large, there are usually two factions disagreeing with the choice of the play. Participation depends upon which group wins. The others will hinder the production in every way. However, they are willing to accept the money to pay for their jewelry. In either case, the play suffers. If the rings and pins are such important possessions, why not buy them individually like any other item would be bought?

To make matters worse, the football captain or the senior president is given the lead in the play. Neither have acting ability. That isn't necessary. It will make for good publicity. The athlete glories in his demonstration of love making, but it looks like an expose of physical torture. On the other hand, the bashful president spoils the romance with his lack of amorous enthusiasm. The audience howls with glee in either case. Not with, but at the actor.

Why not present a play for the play's sake? A good composition has literary value. Well constructed scenery gives training in carpentry, painting, and designing. The study of lighting properly done is an intricate affair. Suitable costumes enlighten one about correct dress. Interpretation of the characters is a lesson in psychology. All in all, it is a cooperative adventure of which the participants and audience may be equally proud. And let the money earned be used for further stage productions.

# ASSEMBLY PROGRAMS

## for FEBRUARY

An important function of the assembly is to provide opportunity for students to practice the qualities of good citizens in a democracy. To realize this, students must develop those habits and attitudes of an intelligent audience.

The assembly committee should work closely with the student council as well as the administrative officers of the school. Through the co-operation of these groups, a plan can be worked out which will make student government operate in the assembly. Together with the council, "A Code of Conduct for the Assembly" may be developed and, after discussion with the student body and revision, adopted through democratic procedure.

After the student body has accepted such a code, it should be implemented by a co-ordinated effort of all school groups. An assembly program based on the code, giving it emphasis in homeroom discussions and publishing it in the student handbook and school newspaper, will be helpful. It should become the guide and set the standards for students in practicing the qualities of good citizens in a democracy.

The assembly can be made the proving ground for good school citizenship and student government.

### PROGRAMS SUGGESTED FOR FEBRUARY

*Week of February 2-6.—Program Based on Current Debate Proposition, or A One-Act Play Contest.*

By the beginning of February, the debate program should be in full swing. It is an appropriate time to present an assembly to feature a debate between two teams of the home school or a contest with a team from a neighboring school.

If a school does not wish to have an assembly based on the current debate question, perhaps a one-act play contest would be of interest. Often such programs are presented in assembly and repeated in an evening performance for the public. Below is an account of an assembly featuring a contest of one-act plays which served a dual purpose. It was contributed by Miss Helen R. Towers, a teacher in the Athol, Mass., High School. The brief account follows:

In our school, the student council sponsors an annual one-act play contest as an assembly program. It is repeated in the evening, when admission is charged, the proceeds of which are used to pay speakers for assembly programs.

The plays are usually given about a month after the beginning of the second semester. The plays are procured and the cast picked earlier in the year, but no rehearsing starts until two

C. C. HARVEY

*Salem Public Schools  
Salem, Oregon*

weeks before the date of the program. The project is completed in just two weeks.

Three teachers volunteer for each class, and in that way too great a burden falls on no one teacher. The winning class has its name inscribed on a silver cup, which is awarded each year. No advertising except the assembly is done for the evening performance, and the high school hall is always filled to capacity.

*February 9-13.—Program on Courtesy for St. Valentine's Day.*

Saturday, February 14, is St. Valentine's Day this year, and the program for this event which is traditional in many schools will be held earlier in the week. As there are numerous schools that plan a program on courtesy about this date every year, it is suggested that an assembly on that topic be arranged for the second week in February.

A report of activities of Courtesy Week, which was climaxed by an assembly on the topic, has been received from the student council of Central High School, Pueblo, Colorado. It was held February 14, 1947. The report, submitted by Mr. Achsah Hardin, Student Council Adviser, follows:

Central High School, Pueblo, Colorado, became courtesy conscious during the second week in February last year. The school became a class for courtesy during the week. The activities culminated in one of our best and most original assemblies, the St. Valentine's Day program.

Monday, a film on introductions ("How Do You Do?") was shown to the student body. Tuesday, a faculty speaker discussed social behavior and consideration for others. Wednesday, essays were written and entered in an essay contest on the topic of courtesy. Thursday, homerooms discussed the topic.

All these activities were preliminary to the big event of the week—Friday's assembly program, which had been carefully planned by the Blue Masque Club. Original skits, written by the Dramatics Club on courtesy especially for the occasion, were featured.

Before the main part of the program began, the master of ceremonies gave a short introductory talk and led the audience in a discussion of the question, "How can we improve courtesy in the halls of Central?" The discussion of this topic included study halls.

The first skit was a satire on manners at Cen-

tral High. The second showed "how it should be done." The students seemed to enjoy both skits as well as to get the points intended.

Next, a prize of one dollar each was awarded to the boy and girl whose essays were judged best. Following this, Valentines bearing quotations pertinent to the theme of the program were passed out. Earlier in the week, students had been given an opportunity to report on acts of courtesy, or consideration for others which they had noticed among students during the year. These students were given recognition at this time. A large number of students had some part in the program. The entire project was a good "morale builder",

*Week of February 16-20. — An Assembly on the Theme "What Uncle Sam Expects of Me."*

This theme is one which would be appropriate for almost any time in the school year. It seems especially fitted to the third week in February. Below is an evaluation of the assembly on this theme, given at Wilbur Wright Junior High School, Cleveland, Ohio. As stated in the evaluation, the program was an outgrowth of classroom work. The article was written by Mr. Clarence Killmer, sponsor of the assembly.

#### WHAT UNCLE SAM EXPECTS OF ME

Equality of opportunity is one of America's strongest democratic tenets. Our public schools enjoy the privilege of being the chief means of developing this equality concept.

A ninth grade social studies class of Wilbur Wright Junior High School, Cleveland, Ohio, developed and presented within three weeks, a successful auditorium program. After two weeks of study on the unit, "The Citizen You Build," the question arose, "What does Uncle Sam expect of me?" Interest ran high. Factual material from the library backed up the new "responsibility" query. After discussion and screening of ideas the following aims became the bases of the philosophical content of the projected assembly program:

1. To understand why the United States has responsibility for world leadership.
2. To make each pupil better appreciate his or her responsibility for intelligent leadership and followership, as a "world" citizen.
3. To consider what each pupil can do to prepare himself for a responsible future.

Ten large information charts were prepared to show relationships of leading nations in population, area, natural resources, individual production, power, food production, and geographical factors favorable to man's development. Emphasis centered on the United States' most favorable all-round position for world leadership responsibility. Special efforts were made to arouse awareness of the fact that all people are interdependent, that no one nation is self-sufficient in essential raw materials.

For the continuity of the program, everyday school experiences were selected which pointedly aimed at individual growth and self-direction. Typical school activity situations were cited. These included the homeroom, the classroom, the

library, and several service clubs. Demonstrations were developed to support these school experiences. A 16 mm. projection machine was set up by one of the boys. Another boy displayed a number of plastic articles as concrete evidence of his new continuing interest in the library and in the shop. A girl projected her Red Cross club activities into a planned life work.

The stage setting was arranged as a classroom, and the pupil-teacher situation gave continuity to the script. A device was to have the real "Uncle Sam" enter as the visitor and sage philosopher of the class. The "teacher," a boy pupil, as the one in charge, carefully explained the charts on display. The "pupils" then described their experiencing activities to Uncle Sam.

Uncle Sam concluded: "You are now getting many different experiences here at school. This makes for a great nation. Why? Because you will better know how to adjust yourself to life and new conditions. We can remain leaders only by training our minds, by having many interests, by being self-directed, and yet, dependent upon others, by having a philosophy of appreciation and of sharing. Progress, and grow continually!"

At this concluding statement, one of the students suggested a song. The screen was lowered, and the words were flashed on the screen. The same student, the composer of the words for the song, played the piano. The audience was led in singing by the student-teacher.

The song: "What Uncle Sam Expects of Me,"

## The how-to-do-it book for student officers

# So You Were Elected!

BY BAILARD AND MCKOWN

Here is the how-to-do-it book that tells students how to carry out most successfully their work as president, vice-president, secretary, and treasurer, and as committee members. It deals with all types of school activities in high school and junior high school that require initiative and planning.

Scores of suggestions for social and sports events, games, stunts, decorations, and refreshments. List Price, \$2.00. Send for copies on approval.



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was sung to the tune of "Onward Christian Soldiers."

A 35mm. sound film U. S. Marine Band rendition of our National Anthem followed. The audience stood. Uncle Sam moved to the front of the screen and stood in silence, his shadow thrown on the screen as the United States flag was flashed. This gave a dramatic finish to the program.

**Week of February 23-27.—Brotherhood Week Assembly Program**

In tune with the current interest on inter-cultural subjects which emphasize the need for co-operation, more and more schools are observing Brotherhood Week each year. Sponsored by the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, N. Y., this observance always takes place the week of Washington's birthday.

The first of the reports given below was submitted by Mr. Virgil L. Border, Area Chairman; National Conference of Christians and Jews, St. Louis, Mo. It describes the program of Blewett High School, St. Louis.

It was the motion picture "This Shrinking World" which directed the thinking of students of Blewett High School, St. Louis, Mo., toward the increasing need of practicing brotherhood. So convinced were they that others in the school should receive the message of brotherhood that they decided to produce a Brotherhood Week program in February 1947, to be given during the assembly period.

The work of collecting statements and poems regarding the practice of brotherhood, and clippings from newspapers which showed tolerant and intolerant happenings, expanded into the writing of a "radio broadcast" for the assembly program. Four ideas were developed including the use of "reasonable facsimilies" of Dr. I. Q., The Quiz Kids, Walter Winchell, and Robert St. John.

After these individual skits were written, the composite skit was prepared under the direction of the class instructor, Miss Dorothy Pauls. The script was duplicated and distributed to members of the class. Following tryouts, the class voted on the students best fitted for the parts.

One week before the program, the 300 students who were to be audience participants in the "broadcast" were given copies of a sheet containing information regarding brotherhood and the group which annually sponsors Brotherhood Week. Upon this information was to be based the questions for the quiz program. Students were not given the questions, of course.

The day of the program, each pupil was given a copy of "Brotherhood," a song to be sung at the end of the session. Thus the entire audience was prepared to participate.

Before introducing each of the various features of the program, the announcer injected a spot announcement for Brotherhood Week. Typical of them was this one which preceded Walter Winchell's portion of the program: "The annual observance of Brotherhood Week reminds

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|               | 30             | 20     | 36  | 30  | 22  | 18  | 16 | 12 | 10 | 07 |  |  |  |  |  |  |               |
|               | 60             | 45     | 46  | 36  | 28  | 23  | 20 | 16 | 11 | 10 |  |  |  |  |  |  |               |
|               | 100            | 81     | 76  | 60  | 47  | 38  | 32 | 25 | 19 | 16 |  |  |  |  |  |  |               |
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us of the basic religious faith from which democracy has grown; that all men are children of one Father and Brothers in the human family. Do we need to be reminded of such a basic idea?"

Mr. Winchell's flashes to "Mr. and Mrs. North and Latin America and all the ships at sea" were based on recent news items which dealt with discrimination, growth of bigotry, and warnings against prejudice. The items had been compiled by students from both local and national sources. The following is an example: "Washington, D. C. President Truman has said and I quote, 'I don't want to see any racial discrimination break out in this country as it did in 1922.' And from his own state of Missouri comes the news that St. Louis has three Negro representatives out of the nineteen allotted to her in the state legislature. Congratulations, St. Louis! That is a fair proportion."

Robert St. John included in his news of the day items compiled from the school bulletin. It ended with a story which emphasized the danger of becoming a victim of propaganda.

The Quiz Kids gave rapid fire answers to questions involving the identification of statements regarding the practice of brotherhood, as given by poets, prophets, and political thinkers of the last 2400 years. The statements had been previously found through research efforts of the students.

A second illustration of a Brotherhood Week assembly program is from the University High School, Morgantown, West Virginia. It was contributed by Miss Anna Brochick, a member of the faculty of that school.

Appropriately enough, through the nature of their experiences with General Language lessons, the General Language group at the University High School, Morgantown, West Virginia, requested the presentation of the Brotherhood Week assembly program.

The program included forms of communication in several different tongues, all of which were spoken in the community. Greetings and salutations in Spanish, Welsh, Norwegian, Greek, French, German, Russian, Bulgarian, and Italian opened the program.

George Fanok, a boy of Russian ancestry, sang "Solamente Una Vez," the Spanish version of "You Belong to My Heart." George Russell of Scottish background sang the well-known "Amapola."

Two short skits, one in Italian, and one in English and Spanish, both originated by the students, were presented.

Marion Jones sang "Ar Hyd y Nos" the original of the world-beloved Welsh lullaby, "All Through the Night." She learned the song from her grandfather who came to America as a young man.

For an appropriate American song, the group chose "Battle Hymn of the Republic." for audience participation. Also for audience singing were included the French-Canadian folksong,

"Alouette," and the Latin round, "Nonne Dormis."

When "Thank you" and "Goodbye" were spoken in Spanish, Croatian, German, Italian, and French, the program ended with the singing of Latin versions of "My Country 'Tis of Thee," and "God Bless America."

Encouraged to use every language experience they were having, the group found it fun to print the program sheet in different languages. The cover carried the following:

Los Estudiantes De La Clase Lengua  
Presenta  
Un Programa Con Experiencias  
Con  
Lenguajes

El Once De Febrero, 1947

Centered on the cover was a drawing of the globe of the world, over which appeared two hands clasped in friendship and understanding.

On the inside page, following the order of the numbers presented, there appeared this quotation from Walt Whitman: "Here (in these States) at last is something in the doings of man that corresponds with the broadcast doings of day and night. Here is not merely a Nation, but a Nation of Nations."

BARTON CONSIDERS THE PRICE OF PEACE

The final offering of this department this month is the following article, entitled "Barton Considers the Price of Peace". It was written by Mrs. Clara Annan and Mrs. Helen Sperry, Co-Chairman of the Assembly Committee, Clara

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Barton Vocational High School, Baltimore, Maryland.

For several years the students of Clara Barton Vocational High School, Baltimore, Maryland, have been becoming "World Minded" through their assembly programs. All students have become conscious of the interdependence of the nations of the globe—that distances are no more, that whatever affects one side of this planet we call "Earth" vitally influences the other half of it, and that, if the nations of the world are to survive, we must not only give our every effort to acquire this feeling of unity and brotherhood but to give "our last full measure of devotion" to the cause of making this one world a new and better world.

A fearful price has just been paid by 380,000 of this country's finest men. They gave their all—it was the price of war. The spirits of these men are speaking to the citizens of this nation and every nation on the globe today, and are pleading that we pay the Price of Peace.

The series of ten assemblies scattered throughout the year of 1946-1947 culminated in an elaborate pageant at the graduation exercises—"Re-education for Peace," which was presented by the Glee Club and the Senior Class. Topics given consideration were:

**First Assembly—A Strong United Nations Organization.** This program brought students from other high schools who had participated in the United Nations Youth Organization Meeting in New York, just prior to their visit with us. These students were recruiting members for the local chapter of the United Nations Youth Organization of Baltimore to which our students gave an enthusiastic response.

**Second Assembly—Sacrificed Service.** This program emphasized the necessity of sharing with the less fortunate peoples of the globe our abundant supply of food and clothing, remembering that "freely as we have received, freely give." Speaker: Member of Friends Service Committee.

**Third Assembly—Man's Loyalty to Man.** This program brought out very distinctly that we are responsible to the group in which we find ourselves. No man lives alone—he owes loyalty to his fellow worker and is as much responsible for his welfare as his own. Speaker: Public Relations Representative—Local Manufacturer.

**Fourth Assembly—Economic Security.** The interdependence of nations, balance of trade and the vital necessity of exchange between countries was stressed in this program. Speaker: Instructor of Economics from Notre Dame College.

**Fifth Assembly—Culture Rather Than Militarism.** The central idea of the program was that of the replacement of highly developed military pursuits by a renaissance of culture as a possible solution to world chaos.

**Sixth Assembly—Atomic Energy for Achievement and Abundance.** This topic was discussed as opposed to the destructive use of it for weap-

ons of war. Speaker: Professor of Chemistry from Johns Hopkins University.

**Seventh Assembly—Healthy Thinking.** Wars are first waged in the minds of people, on the vicious tongues of people, and by the ready ears of people who listen and help to spread the seeds of war. A plea for mature thinking was the central thought of this assembly. Speaker: Consultant of the Mental Hygiene Clinic, University of Maryland.

**Eighth Assembly—Knowledge of All People of the Globe.** This program was developed around the idea that we must first understand before we can judge—put ourselves in the other fellow's seat and take a ride. "Judge not that ye be not judged." Speaker: Representative from International Center of the Y. M. C. A.

**Ninth Assembly—Differences Without Hatred.** The theme of this program was "With malice toward none and charity for all." To be able to differ is a normal prerogative of humans, but with an open mind and lack of prejudice, and in the words of Lincoln, live "With malice toward none and charity for all." Speaker: Rabbi from Hebrew Temple.

**Tenth Assembly—Precedence of the Spiritual Over the Material.** Only insofar as we make the Golden Rule the universal measuring stick of our endeavors shall there be any lasting peace. Speaker: Minister of Presbyterian Church.

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# News Notes and Comments

## Virginia Co-operative Association Convention

Here are a few of the 700-odd members and sponsors who attended the recent two-day State Convention of the Virginia Student Cooperative Association at Fredericksburg. See the photograph on the front cover. In the front row are the student officers of this Association, Theodore Kennedy, Sue Hallam, and Nancy Osborne. The other members are, Pres. Colgate W. Darden, University of Virginia; Pres. Morgan L. Combs, Mary Washington College of the University; Dr. Harry C. McKown, Editor, School Activities; Dr. Paul E. Elicker, Executive Secretary, National Association of Secondary School Principals; Mr. George B. Zehmer, President, Virginia Cooperative Association; Dean Edward Alvey Jr., Mary Washington College, and Miss M. Frieda Koontz, Secretary of the Association who originated the S. C. A. nearly 25 years ago. Dr. Fred B. Dixon of the Advisory Board of School Activities, and Program Chairman of this event, is not shown.

## Classified Ad Section Added

For the convenience of *School Activities* readers who are in the market to buy or sell equipment, a Classified Ads Department begins this month on page 174. Why not turn that idle equipment into cash? Or stretch that budget by buying what another school can spare?

Read "Carnival Culture?", by Bob Rivers, in the November number of *North Carolina Education*.

Hats off to Phoenix Union High Schools and Phoenix Junior College for their recent publication, *Meet the Needs of Youth*. If your school office has not received a copy of this tastily arranged description of the work of the above schools, suggest that one be written for. (The supply is dwindling.)

—Editorial in *The Arizona Teacher-Parent*

Dr. E. W. Montgomery, Superintendent of the Phoenix Public Schools, reports that copies of the book referred to above are available to *School Activities* readers.

The Virginia High School League held a Six-Man Football clinic at the University of Richmond on Saturday, December 6th.

*The Virginia High School League Handbook*, published by the University of Virginia Extension Division, Charlottesville, is a 128-page volume giving a report of the high school activities of that state for the past year. Sections are given to Officers and Administration, Memberships

by Groups and Districts, Organization, Rules and Regulations, Athletic Activities, Forensic Activities, Dramatic Activities, Literary Activities, and Awards.

"Better Administration of Pupil Activity Finances," by Minard W. Stout, is a 10-page article in the December number of *The Bulletin of the National Association of Secondary School Principals*.

The Kansas State High School Activities Association under the direction of E. A. Thomas, Executive Secretary, has sponsored six district student council conferences—Hays, Concordia, Lawrence, Garden City, Independence, and Wichita.

## Regarding the "Gossip Column"

Read "What's Wrong with Student Columns", by Gerald Koss, in the December number of *Scholastic Editor*—also "More About Gossip Columns", in the same number.

In the November number of *The Ohio High School Athlete* appears an article by the Secretary of the O. H. S. A. A. on the danger from town and community booster clubs.

## Rural Communities Will Like This Play

"Back to the Farm," by Merline Shumway, has everything—strong appeal for education, fascinating plot and clever lines, abundance of both humor and pathos, attractive parts for all the cast, easy costumes and settings, no royalty charge, and copies at nominal cost. Cast calls for six boys and four girls. Price 10c per copy. Order from *School Activities*.

In the November number of *School Executive*, John W. Eckhardt gives the results of an investigation on "Extra Pay for Additional Services", which article gives a scale for computing such allowances.

"Teaching what is known as citizenship to high school pupils these days is largely a matter of teaching them not to act like adults."

—*The Nation*, June 29, 1946

## An Activities Workbook

This year, for the first time, the High School Service Record is available for use at the end of a first semester—the logical time to begin making entries in it.

This booklet gives the student a permanent, authentic record of his achievements beyond the requirements of the curriculum. He can show it as proof of his qualities of leadership, industry,

cooperation, and dependability. Each page is given to a brief description of an office held or to a duty performed, together with space for testimony of the faculty sponsor as to traits and qualities displayed by the student.

Single copy price 17c, 10 copies \$1.20, 50 copies \$4.80, 100 copies \$9.00. Send your order to *School Activities*.

Six-Man Football now has its own magazine devoted to this sport which is published each September and March. The Editor is C. J. O'Connor of Boy's Latin School, Baltimore, Maryland.

## From Our Readers

*Editor, School Activities:*

I am enclosing two articles, copies of assembly programs, in which your readers might be interested. You see, I have found your magazine very helpful in my work, and am anxious to contribute a little to others responsible for programs or activities.

Yours truly,  
Edna L. Klages  
Dean, Long Beach High School  
Long Beach, New York

That's the spirit! We editors don't make

**SCHOOL ACTIVITIES.** You readers make it; we only help by passing on your plans, ideas, programs, etc., to others. We liked your articles, and plan to use both of them. Come again!

*Editor, School Activities:*

A recent copy of your publication just came to me and I have been wondering if you have a similar type of magazine that deals with activities in the college and university field? If not, do you know if there is such a publication in existence?

Sincerely yours,  
Harry L. MaLette  
Director Placement and Student  
Affairs  
Suffolk University  
Boston, Mass.

So far as we know there is no "extracurricular activities" magazine at the college level. Apparently the field is so limited that such a publication would be financially impossible. Of course, many fraternities, college associations, and similar organizations have their official publications, but these are subsidized. At present, about the only source of material on activities in the college is the book on college and university administration. In practically all instances, it includes a section or chapter on the handling of activities.

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# How We Do It

C. C. HARVEY, *Department Editor*

## CONTENTS FOR JANUARY

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## OUR STUDENT GOVERNMENT INTERNS IN CITIZENSHIP

At Manhasset, New York, High School, we are now in the second year of an experiment in which the foundation of student government has been shifted from the homeroom to the social study class. To date, our experience indicates we are moving in a fruitful direction.

Our basic student government organization includes a student council and a student congress. The former is a small executive committee charged principally with the task of administering finances and keeping a watchful eye on the efficient conduct of all non-athletic activities. The student congress numbers about one-ninth of the student body (65 members) and includes the student council, the four class presidents, representatives from many of the clubs, and two pupils elected to represent each of the twenty-two social study classes. Since social studies is a constant in our school, all pupils are represented.

One period a week in each social studies class is reserved for a discussion on student problems. Each class has its own presiding officer and secretary. The usual procedure is to hear: 1) a report of the last student congress meeting, 2) the social study class secretary's report, and 3) a discussion of any school problems and the making of recommendations to the delegates on action to be taken at the next congress meeting.

Social-study class-projects have developed out of this experiment. From time to time, classes request permission to assume the responsibility

for carrying out a project. Some of the projects developed to date are: 1) a youth center in the cafeteria; 2) Save A Child Federation project; 3) sale of stationary to increase class gift funds; 4) establishment of a receptionist system; and 5) organization of a student tutor squad.

Prominent among the reasons for undertaking and continuing the experiment are:

1. Our belief that preaching and studying about good citizenship and good government are not enough; we believe that actual experience is essential to sound learning.

2. Since social study teachers are specialists in areas of civic problems we believe pupils will more generally benefit by having advisers in this department, thus avoiding the degree of failure experienced in the past, due to the disinterest of teachers specializing in other subject fields.

3. Weekly meetings guarantee opportunity for thorough discussions, planning and close checking-up of class projects, and student congress activities.

4. Class projects provide a means of extending democratic work-experience programs to include large numbers of students outside the 65 members of the student congress.

What we have done has not solved the problem of educating for citizenship; but we have been encouraged by the evidence that a more effective technique for giving our boys and girls the "know-how in democratic procedures has been found, and that they are gaining a wholesome insight into the relationship between the generalized and somewhat abstract consideration of democracy in textbooks and the concrete problems that flourish within their own school community.—THOMAS C. BARHAM, Director of Social Studies, Manhasset Public Schools, Manhasset, N. Y.

## RADIO IS A VALUABLE MEDIUM IN SCHOOL-PUBLIC RELATIONS

When a businessman has a product or an idea to sell to the public, what does he do? He purchases advertising space in a newspaper, or he arranges a radio show based on what he has to sell—maybe both. Education is one of the biggest businesses in any community?—Can those in charge of the public schools afford to do less than the businessman?

That thought kept haunting me after I had spent a summer working at a local radio studio, mixing a bit of "practical experience" with the "ivory-towered" ideas gleaned from college texts. A few weeks later, both our local stations came forward with the suggestion that we build a weekly radio program for each of them.



Why not? Two weekly broadcasts would be excellent motivation for the speech classes. Through the magic of the microphone, we might be able to eradicate a few of the "gits," "jists," and "ketches" that refused to surrender on the less glamorous battlefield of the classroom. FURTHERMORE THESE BROADCASTS COULD BE AN EXCELLENT MEDIUM OF PUBLIC RELATIONS FOR OUR SCHOOL.

Most people like to hear what the "younger generation" has to say on topics of current interest, so for one station we built a program called "The Youth Forum." After a lengthy discussion in the speech class (it could have been done just as well in an English or social studies class), we selected the topics for our first series of thirteen broadcasts. Each Monday we devoted the entire class period to the topic for Saturday's broadcast and selected the participants. To further the public relations idea, a leading citizen of the community was invited to be a guest on each program. During the closing minutes of the broadcast, he was sworn in as a witness in a mock trial scene and then plied with questions from the students. For the discussion on "Parent Problems," the Judge of the Juvenile Court was guest; "Teen Agers and Traffic Violations," the Chief of Police; "Government," the Mayor; "What the Army Has to Offer to Youth," brought the commanding general from the local air base; and for the discussion on "Brotherhood," there were three guests—a Catholic Priest, a Protestant Minister, and a Jewish Rabbi.

On the other station, we built a program entitled "Orlando High School on the Air," which, according to the script, was "designed to acquaint you with school at Orlando High." Each week we featured a different department or school club by interviewing outstanding students on the needs, projects, and accomplishments of their groups. To add music, as well as more student interest, we allowed the classes to vote for the "hit tune of the week," and announced the results on the program, featuring some high-school musicians in the song that was chosen. The Orlando High School News Highlights of the Week, reported in a lively fashion, concluded the broadcast.

Results? Of course we don't have the business magnate's Hooper Rating on our shows, but we do know that more than two-hundred different students had a chance to broadcast last year, that "Orlando High School on the Air" has grown from a fifteen-minute show to a thirty-minute show, and that we have offers of more radio time than we can handle. By special request, we have done special broadcasts for the Community Chest, Boy Scouts, Girl Scouts, Red Cross, Classroom Teachers, P. T. A., Y. M. C. A., and other educational or civic organizations. Our radio project is not only giving students a means of self-expression and an outlet for school activities, but it is bringing about closer relations between school and community.—MRS. IRENE

LIGHTHISER, Orlando Senior High School, Orlando, Florida.

## PUBLIC RELATIONS BUREAU SERVES SCHOOL-COMMUNITY

We wish to make use of the How We Do It Department of School Activities to tell others about a unique student organization in the Roosevelt High School, Chicago, Illinois. The activity we have in mind is our Public Relations Bureau.

The Bureau is a democratic student organization whose main functions are to plan, organize, publicize, and engage in all special events of the school and community. It is open to all students meeting the required standards of scholarship, leadership, and participation in activities. In addition, a candidate for membership must have speaking or writing abilities before he can engage in the work of the Bureau. Being a democratic group, the power lies not with the faculty sponsor, but with a student chairman and board of directors. By participating in public relations work, the student not only is helping himself by developing such traits as leadership, dependability, and self-confidence; but he is making himself a better citizen of tomorrow.

The work of the Bureau covers a wide range of interests. Its members are in charge of school publicity and, by acting as publicity agent for all other school groups, they form a vast and efficient publicity organ. A typical example of publicity work takes place about two weeks before the event is to be presented. The publicity staff composes a number of statements which are distributed to newspapers throughout the city as well as the school paper. In addition, announcements concerning this special event are given to the student body by trained speakers.

Through the Bureau, student speakers are sent to various Civic organizations such as the Kiwanis Club, the Union League Club, J. Y. L., Hi-Y, P.-T. A., radio stations, the Chicago Youth Conference, and neighborhood schools and churches, where they set forth the opinions and ideals of American youth.

A hard-working staff of writers supplies material for assemblies, talent reviews, and other stage productions, as well as all speeches given by Bureau members. As soon as a talent review script has been developed by the writers, it is turned over to the executive board, who either reject or accept it. Once a show has been approved, it is given to the sponsor, for a final check-up, and then turned over to a student committee, who directs and produces the show,

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or arranges the program for production outside the school.

One of the most important duties of the Public Relations Bureau is the Freshmen Orientation programs in which senior members of the Bureau introduce the freshmen to the various extra-curricular activities, elective subjects, the honor system, grading, student-teacher relationship, character traits necessary for success in student activities, and all other possible information of interest to first-year students. The Public Relations Bureau also conducts tours of the school for members of the P.-T. A. and prospective students from neighboring elementary schools; and members act as hosts for any visiting group.

Another phase of the work is the clerical division. This group includes typists, messengers, and general office clerks, whose duty it is to keep accurate records of all school and neighborhood events for the offices of the Principal and the Board of Education, and to keep an official calendar of school events. The maintenance of the school's many bulletin-boards also is included in the work of this group.

Acting as a reception committee for guests, sponsoring contests, a radio talent division, and other innumerable activities are all part of the Public Relations Bureau "job." We hope that other schools will be able to use this information to their own advantage.—Public Relations Bureau, MRS. LYNNE S. HARTFORD, Sponsor, Roosevelt High School, Chicago, Illinois.

#### DEBATE CLASS DISCUSSES IMPORTANT LOCAL ISSUE

Soon after the end of the war, Emporia, Kansas, settled down to normal peacetime living and began to concern herself with long-neglected problems of her own. Dissatisfied for some time with her commission-mayor form of city government, the Chamber of Commerce started research on the city-manager form, the result of which appeared in a bulletin and in an article published by the late William Allen White's *Emporia Gazette*.

At Emporia Senior High School, our newly-formed debate class became interested and decided to use as the first topic for discussion: "Resolved, That the city-manager form of municipal government should be adopted for Emporia." Soon after this decision was reached, we were invited to give this debate over our local radio station, KTSW; and as it was rather short notice for our inexperienced class, feverish preparations began at once.

Since we worked harder on the side we believed right, the class divided itself. The result was that the supporters of each side strongly believed in their arguments.

Research work began in earnest, and hours were spent in our own school library and two others. Letters were mailed to every possible source of information. We received a variety of pamphlets, articles, and copies of speeches by prominent men who have examined the question from all angles.

Members of the teams got together and pooled evidence and ideas. From this, there emerged the brief, or detailed outline, and later, the constructive speeches.

Then began the task of selecting the best, most interesting speeches and speakers. But the final decision was based not only on this, but also the ability of the student to think clearly and rationally and to pick out the flaws in his opponents' arguments to use in his rebuttal speech. It finally narrowed down to the final four, three boys and one girl.

Time was growing short and there was much to be done—speeches to be rehearsed and rewritten until they were so well in mind that there would be no hesitation on the part of speakers. Also, the habit of intent listening and concentration had to be acquired to pick out the weaknesses in their opponents' argument. Gradually the weak spots became fewer and harder to find, as the rough edges of constructive speeches were smoothed and more evidence was found to back each point.

After many hours of work and practice, the debate was broadcast. The manner in which it was received by citizens of Emporia gave the debaters courage to meet their audience in an assembly of Emporia High students the following week. But there was no need for worry, the students were equally interested. The straw-vote taken in assembly after the debate favored the negative side. This was not echoed in the votes of the parents a week later, when the plan was adopted by a large majority.—Written by the Debate Class and submitted by the Principal, HERBERT I. BRUNING, Emporia Senior High School, Emporia, Kansas.

#### VIKING TECHNICIAN'S EXHIBIT TRUE PUBLIC SERVICE SPIRIT

Perhaps most good things develop from some important need. Over two years ago the La Jolla, California, Junior-Senior High School, had grown so large that assembly of the whole student body could no longer be held in the auditorium. The bleachers adjacent to the athletic field were next put to use for outdoor assemblies and became quite as reliable as the wonderful California weather.



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Some student body funds were used to purchase a used amplifier and microphone. Further development of speakers, lines, and controls came from a group of Industrial Arts boys taking courses in woodwork and electric shop. A satisfactory Public Address system was soon completed. More recent additions to the P. A. system includes electric turntables for playing records and a radio donated by the Parent-Teacher Association. The S20R (Short wave broadcast range) radio is much used in classrooms and can be fed into the P. A. system for desired programs.

More students in Industrial Arts classes decided to try something a little different and began construction of an electrically-driven clock for timing home games. The timer is portable, with a seven-foot second hand. It has operated successfully for two seasons. Accuracy is plus and minus three-seconds during fifteen-minute periods of operation.

The public service spirit continues among shop students and several groups are now constructing electric scoreboards. The above projects are sponsored by school classes and organizations. Costs are low since students and teachers alike use their ingenuity to locate and assemble parts. Most parts for the timer were located at a local aircraft company salvage yard.

Viking Technicians may be explained briefly as follows: This school, located in beautiful La Jolla by the sea, adopted the ancient name of Vikings. Many good Vikings at the school wished to stow their own gear, and since technical work was involved, some of the students just naturally were called Viking Technicians or VT's. The present organization of VT's now includes several crews who offer service in the school and community. Each crew is composed of five students, with one member elected captain. One group composed of girls only is known as the Mariners Crew. After a crew has formed (of their own free will), elected their leader, and selected a salty name, they get special training until the instructor feels satisfied to issue a VT license. This license is valid for a specified duration and when signed by the principal allows the bearer to operate the student-body equipment under supervision of certified personnel. Requests for the P. A. system come from classes or organizations within the school and public service organizations in the community.

Viking Technicians do not receive money for making set-ups and minor repairs, but they do gain free admission to home contests and other functions, such as pay assemblies, dances, etc. Some VT's feel pleased at a kind of popularity they get. Each semester when the school holds its service awards assembly, the crews muster for their share of certificates.—D. B. AUSTIN, Principal, La Jolla High School, La Jolla, Calif.

#### STUDY AND APPRECIATION OF SCHOOL AND COMMUNITY

Freshmen in English Orientation classes at Whittier, California, Union High School have a

unit on "Knowing Your School" and on "Knowing Your Community," preceding the second semester introductory study to World Culture.

As an approach to their community study, all freshman English Orientation classes heard the "Romance of the Ranchos," a record which gives the colorful history of Whittier. In 1769, the title of Whittier and all land in California became vested in the King of Spain. The site of Whittier was then an unoccupied slope at the western end of the rolling Puente Hills. Brush huts, the dwellings of the Shoshonean Indians who lived on honey, wild seeds, and game, were near the river. The record tells about the planning of a Quaker colony in California in 1886 and the birth of Whittier in 1887, named after the New England Quaker poet, John Greenleaf Whittier.

Later, the students were given an opportunity to make tours to historic places of interest. They visited the Thomas house, Whittier's first building, occupied by the granddaughter of Jonathan Bailey, Whittier's first citizen. Here freshmen saw a sampler that is more than a hundred years old, and the quaint bench on the porch around which the Friends or Quakers gathered that first Sunday morning for services.

Freshmen representatives and their teachers also enjoyed and appreciated the most interesting visit to the Pio Pico Hacienda, where Don Pio Pico, the last Mexican governor of California, lived. Here they gained much first-hand information about the early history of Whittier and California from the lecture given by Mrs. Dolores Connors, curator of the Pico Mansion and a relative of Don Pio Pico's wife.

In addition to this study of the history of the community, freshmen became familiar with the way their city is governed by having representatives from the various English Orientation classes attend one of the city council meetings. Later, these representatives gave interesting reports to their classes. By attending these council meetings, students became acquainted with the mayor and the councilmen who explained to them the various procedures in handling the many city ordinances. They saw a great deal of business transacted in a short time, as was evidenced by the fact that \$3500 was spent, and two subdivisions were taken in the city.

Furthermore, this year one of the councilmen visited the school and talked to class representatives at a special after-school meeting. They were given additional first-hand information about the government and management of the city of Whittier. They were particularly inter-



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ested in learning about the expense of the last census, which brought the size of the population up to date and in so doing brought so much more money from the state fund gas tax to the city funds. Also the information about the number of families of G. I.'s living in the Quonsett Huts in Whittier, and the cost of these huts to the government had not been given to them previously, as well as other important items which were presented and which gave them a finer appreciation of their own home town.

Also, in our study of the community we consider its extent. Since our students come from twelve districts, we study Pico, Los Nietos, Sunshine Acres, and other adjoining areas.

During this unit, we place emphasis not only on the colorful history and the government of Whittier (citizenship), but also the educational and religious opportunities, the industries, the part that the home plays in the community (as well as the present housing situation), health, safety, including the traffic problems, and manners in public places. This unit provides an opportunity for discussing the improvements in the world, comparing and contrasting the primitive community with the modern community.

After talking about how the community serves its citizens, we talk about how a citizen may serve a community and in what ways he can contribute to the community.—MISS MARY WALLACE, English Orientation Teacher, Whittier Union High School, Whittier, California.

#### HOMEROOM MEETINGS TRAIN FOR PRACTICAL CITIZENSHIP

Activities of homerooms in the Junior High School, Nashua, New Hampshire, play a very important part in the true life situations which they represent. They are excellent training for active and practical citizenship.

In order that pupils may participate in these activities, we have homeroom officers. We wish to make each pupil feel a responsibility to the group, and at the same time stimulate an interest in the school, while showing him what his adult interest may become.

Practically all pupils except the homeroom officers serve on at least one committee during a semester. Homeroom teachers supervise all committees. The homeroom business meeting is very important, for it is in the business meeting that activities are originated, become mature, and finally are successfully culminated into actual results.

The homeroom officers, consisting of a president, vice-president, secretary, and treasurer, conduct the business meeting, with the teacher in the background to supervise, direct, and aid in the accomplishment of desired results. The officers are chosen each semester by ballot after careful consideration of qualifications. All members of the group are eligible for holding office but must resign if they do not live up to the standards in deportment. The president is chairman, ex officio, of all committees and a member

of the Presidents' Club which meets each Monday with the vice-principal of the Junior High School.

The vice-president presides in the absence of the president. The treasurer collects and makes written returns of all money for school activities to the custodian of the school fund. The secretary is responsible for: (1) Seeing that the health sheets are posted at all times. (2) Preserving all six-weeks health sheets and turning them over to the vice-principal in June. (3) Computing the equalized homeroom score and reporting it to the vice-principal. (4) Keeping the minutes for all meetings. (5) Preserving all homeroom records and performing other duties which pertain to the position of secretary.

Business meetings are held each week and committee reports are made at that time. These committees consist of a Housekeeping, Health, and Bulletin-board. The duties of these standing committees are listed in the homeroom by-laws.

Following are some of the accomplishments which have been made in business meetings of one homeroom during part of the 1946-1947 school term:

October 1—Review of qualifications for homeroom officers; Nominations; Election; Appointment of Committees. October 8—Election of a reporter for the school paper; Solicitation of donations for the library; Discussion of the kinds

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of books students want. October 12—Discussion of safety problems. October 22—Pep meeting for first football game. October 29—Banking; Election held to correlate with city election.

November 12—Committees to plan for Thanksgiving baskets. November 19—Banking; Plans for Thanksgiving program; Plans for school party.

December 3—Banking; Traffic safety discussion; Citizenship scores for group. December 10—Plans for Christmas program; Campaign to raise money for Christmas toys to be given to poor children.

January 8—New Year Resolutions; Banking; March of Dimes. January 15—Thrift Week activities. January 22—Health reports; Donations for drive; Sale of basketball tickets. January 31—End of third marking period; Computation of scores.

February 11—Banking; Election of officers for second semester. February 18—Arrangements for Father and Son Week.

March 12—Sale of tickets for concert; Plans for homeroom assembly program.

The homeroom business meeting is carried on by parliamentary procedure. Occasionally the groups spend several days studying and practicing parliamentary law.

The initiative and confidence which pupils acquire in homeroom meetings carry over into participation in other school activities. We consider the homeroom basic to all other activities in the school. The assembly, the student council, the school newspaper, and clubs are important but they all draw on the homeroom.—SADIE L. CLANCY, Junior High School, Nashua, New Hampshire.

#### ADOPTION OF SHIPS BY BRITISH SCHOOLS

Several years ago in England, someone conceived the idea of linking up individual schools with ships, in order to encourage children, through the voyages of their adopted vessels, to take an added interest in the study of geography, world trade, and their allied subjects.

In 1933, two London schools each adopted a ship as an experiment, and the movement proved so successful and gained so many recruits that by 1935 the Ship Adoption Society was founded and included no less than 200 merchant ships and schools. During the war, Allied merchant ships entered into the scheme, and at the present time there are 826 schools and 1100 British and Allied merchant ships in the Society. Several other countries are following up the idea, but Holland is the first to have actually founded a Ship Adoption Movement.

Once a year an exhibition of the mutual work of ships and schools is held and is open to the public. The Captain and his men go to endless trouble to send their schools vivid accounts of voyages, accompanied by photographs, illustrations, and souvenirs collected from all parts of the globe. Last year's exhibition was an enormous success. The walls were decked with color-

ful voyage charts, maps illustrating the effects of winds and currents on a ship's course, original stamp charts in order of port of call, and plans of ships with respective flags and ensigns. The treasures on display ranged from pieces of coral from islands in the South Pacific to a carved paper knife presented by an African chief. Dried cotton pods in varying stages of development, fragrant spices, an assortment of beans, samples of gum arabic, etc., were carefully arranged in little glass boxes with detailed descriptions of how and where they are produced. Insect life, too, occupied no small part of the exhibition—most conspicuous perhaps being the magnificent array of multi-colored butterfly wings, some of which were most tastefully arranged under glass in the form of a tray top.

Vying with these in splendour, all carefully pressed and labelled, were some of the loveliest wild flowers, varying from rich tropical hues to the daintiest pastel shades. Photographs of all kinds of animals and fish filled many albums; and the actual ear drum of a fin whale and a sperm whale tooth intrigued many a small boy. Swarms of enthusiastic children thronged fascinated round the laden tables, and those not already possessing a ship exclaimed again and again: "Oh, I wish we had one!"

The boys' and girls' own efforts were no less praiseworthy. A charming assortment of Christmas cards, calendars, woodwork, and a large variety of other gifts for their ship friends formed their contribution to the display. Many of the pupils carry on an animated correspondence with their Captain and members of his crew, and the definite appreciation they show for everything they receive does a great deal to stimulate a new interest in ship life.

The ship's work, however, does not end with its return to port. The Captain and some of his officers often spare some of their very limited shore leave to visit their school where they have to be prepared to answer the innumerable questions of the ardent admirers. Sometimes a ship owner himself will pay the school a visit, often giving a very instructive lecture on a ship's trading route, and a simple explanation of the different currencies involved. One memorable question from a perplexed young person—"If the Government bought all these cargoes and paid for them to the person who sold them, how did the ship-owner make a profit?"—caused considerable amusement.

Geography, learned in such an easy and natural manner cannot fail to attract the duller

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student, and surely now, more than ever before, an intelligent knowledge of foreign countries and peoples is an essential part of every child's basic education.—PAMELA KAY, British Information Services, 30 Rockefeller Plaza, New York 20, N. Y.

### HOW A HIGH SCHOOL GOT ITS RECREATION ROOM

Students of Appalachian High School, Boone, N. C., decided to form a service club which would undertake some major projects for the year. The School Service Club was composed of students who were not already participating in a service organization such as the Scouts or the student council.

The main project chosen by the Club was the renovation, decoration, and equipment of a recreation room for the students from a large basement room formerly used to house the Agricultural Shop. At the time this project was started, the room was being used as a storage place. After the room had been cleared and cleaned, the group started to earn money to buy paint, furniture, and games.

The Club sponsored the following money-making activities: 1) Talks before homerooms resulted in donations totaling \$39.80. 2) A Halloween Carnival netted the Club \$90.72. 3) The magazine sale which the Club managed yielded a profit of \$264.75. 4) A St. Patrick's Day Ball for the community was the final money-raising project, and the profit from this amounted to \$105.20. From the four activities, a total of \$500.47 was made available for the project.

As the room was equipped with overhead radiators, brush painting was impractical; so a painter was employed to paint the room with an electric spray. The walls were painted light green, and the cement floor was painted tile red. Chairs and tables were enameled black and tile red. The floor, tables, and chairs were painted by students. Shopping for furniture and games was done by committees from the Club, and these items were purchased: a maple suite of furniture, a large rectangular plate glass mirror, a floor lamp, a storage cabinet for games, six card tables, various games such as carrom boards, checker boards, and other table games. Straight chairs and stationary tables were donated by the school.

The room has been in existence for a year, and since the work was completed last spring the following equipment has been added: a folding ping pong table, a school store, and a rented nickelodeon. The management of the room is the responsibility of the student council, and the School Service Club has the responsibility of caring for the room and buying additional equipment as needed. The room is in constant use as a place to relax before and after school and at lunch, and as a place where small class and club parties may be held.—LUCILLE M. NASH, Sponsor, Appalachian High School, Boone, N. C.

### STUDENTS OF STRATFORD HIGH GO TO THE POLLS

Every year, students of Stratford, Connecticut, High School go to the polls and vote for their school officers with actual voting machines. The voting machines are borrowed from the town government and placed in the school gym where the students conduct their election.

The election procedure is carried on in a very adult-like manner. Held in the spring, class officers, student council officials, and Athletic Association leaders are selected. This all-school election is conducted by the student council in accordance with established election procedures. It is designed to be a lesson in practical citizenship as well as to select the student leaders.

In early May, students are nominated for different offices in all homerooms. All names are taken, and the primary election follows. Results of the primary are tabulated by the student council. Three top nominees are placed on the final ticket for each office. Then the nominees start their campaigns with posters and assemblies.

Everyone goes all-out to obtain the best campaign manager, as the assembly programs do a great deal to sway the students. Campaign week always proves to be exciting. There is interest and enthusiasm shown until the minute the polls open. Election day comes along in the middle part of May.

This method of conducting elections proves

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"This book is very much worth while for any high school journalism adviser. It has not only the usual advice to advisers, but also a wealth of little hints, ideas, lists of story sources and feature and column ideas, plus some simple rules on headlining and hints for working with the printer."—Chester R. Shuler, Pacific Region Director, NAJD.

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highly valuable to students. They profit in several ways. The groups of boys and girls selected to conduct the elections operate the machines and check off the names of all registered voters. They learn how to tabulate the totals from the machines after the polls close.

Students learn to exercise their civic responsibilities while in school, just as they will be expected to do in later life.—RITA WALLACE, Stratford High School, Stratford, Connecticut.

## EXPERIENCE IN PUBLISHING FIRST HIGH SCHOOL YEARBOOK

Our experience in publishing the first yearbook in the history of the Kent State University High School might be worth passing on to others. As a member of the central planning committee, I learned some things which might prove to be helpful pointers for those in small town high schools who are publishing an annual for the first time.

The most difficult problem was how to meet the expense. Every step in the production must be planned carefully in order to keep expenses at a minimum. Use of the Lithograph process, instead of printing as in larger annuals, brings about a great saving. The cost of two-hundred seventy-two page yearbooks made by this process, including the cover cost and photographer's bill, is approximately six-hundred dollars. As may be seen, while assuming no profit, this would bring the cost per copy to three dollars. As this is too much to pay for a high school annual, it is necessary to bring the cost down to a level where the largest dollar volume will be sold. This level is between one and one-half to two dollars per volume.

The simplest and easiest way of doing this is to get each of the town's manufacturers and retail merchants to buy from five dollars up in advertising. This also enables the townfolk to participate in a worthwhile school project. A bit of warning here—do not with the aid of ads which are semi-donations attempt to put the production of the annual on a profit basis. Nothing will destroy goodwill faster.

Be sure to start the project early in the school year. Make every student realize that he or she has a share of the responsibility for the annual's success. Choose all committees necessary and set early deadlines for the completion of work. Above all, make sure that a photographer is engaged near the beginning of the school year, so he will have plenty of time to plan and take all necessary pictures.

The committees should include, first, a planning or co-ordinating committee; next, writing committee for such subjects as social and sports events, year's calendar, senior census; third, committee to do the typing and to edit the photographs; and most important, a sales or finance committee.

Working out the various details, we found, was valuable experience in planning and executing original ideas. The fact that the yearbook

was to be something which we would keep and treasure through the years was a great incentive toward doing a good job.—RICHARD R. BYRNE, Kent State University High School, Kent, Ohio.

## HEALTH AND SAFETY GIVEN A NEW EMPHASIS IN OUR SCHOOL

Springer, New Mexico, High School, with the help of the W. K. Kellogg Foundation and the State Department of Education, is sponsoring a program designed to give a new emphasis to health and safety.

The purpose of our health and safety project is to improve practices of the individual, the family, and the community through utilization of all resources of the school and the health agencies of the community.

This year's program is three-fold: 1) a survey of the health needs of the community; 2) an appraisal of the jobs to be done; and, 3) launching the campaign for good health practices.

The survey of the health needs of the community was conducted by students from our homemaking, biology, and English classes, under the direction of the school's health and safety co-ordinator.

The campaign for good health practices is introduced in assembly, by way of songs, stunts, talks, skits, etc. Each topic in the project holds the limelight for two weeks. The special topic under study is stressed throughout our school by posters, movies, special assembly, and where possible, is correlated with daily class work.

Our survey revealed that a high percentage of students do not eat breakfast. The number that consumed a poor or inadequate breakfast comprised a greater portion of our student body. For these reasons, our campaign started off on the subject, "A Good Breakfast." The program was presented by the Music Department with appropriate music and group singing.

"Proper Rest" was introduced by the Science Department. The remainder of our subjects for the year included: "Personal Cleanliness," "Care

(Continued on page 176)

## Classified Ads

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# STUNTS *for Programs and Parties*

## A Dad's Basketball Game

The class that has ranked lowest in the school's interclass basketball tournament has a chance for revenge by challenging the winners to a game to be played by fathers of students of the respective classes. Such a game well publicized will always bring a big crowd and funds to help a worthy cause.

Be sure that full teams and plenty of reserves have consented to play before the game is announced as forthcoming. Be sure that everyone who has consented to play is given at least a few minutes in the game, and do not let the game become a performance of ten star performers of earlier years. Be sure that every player is eligible—that is, that he is the dad of a student of the class which he represents. Provide competent officials, for while such a game may be farcical, the officiating of it must not be a farce. Give the teams time to organize, but discourage practice or any feature that will tend to increase the emphasis upon winning.

Teachers as managers of the teams will tend to guarantee that the school's interests are looked after—that both players and spectators have a good time, that no feelings are hurt, that the newspaper gets a good news story, and that financial returns justify the effort.

Such a game will be fun for everyone if it is properly planned and carried out as purely a school entertainment number.

## The Double Sextette

Six girls who are good singers are needed for this stunt. They are dressed in boys' white trousers and shirts, worn backwards, with neckties hanging down their backs. On the backs of their heads they wear boys' false faces.

To a lively tune they side-step in and sing a popular song, waving their arms and doing a simple dance step. For an encore they quickly turn their backs to the audience, showing male dress and faces, and lustily sing another song, a really masculine one this time.

In a variation of this stunt, four boys are dressed on the back with girls' clothing and wear girls' faces and false hair. On the front they wear baby clothes—dresses and caps—but use their own faces.

They walk in with mincing steps, or are shown in position when the curtain is drawn with their back sides to the audience. They sing their number in either boys' or girls' voices. When the curtain is closed they turn around and drop to their knees, and the curtain is drawn for their baby song. Milk bottles, rattles, and baby ac-

tions help to give "reality" to the number. They should sing, in falsetto of course, but it is quite likely that they won't be heard.

## A Gory Fight

Stage a boxing match that begins with all appearances of the real thing. Have the boxing gloves daubed generously with brilliant lipstick. Provide each boxer with a few beans or grains of corn and a handful of redhots (cinnamon drops), which he will put in his mouth just before he appears for the fight. Let the boxing start off furiously. As the "blood" begins to appear on the faces of the battlers, have first one, then the other, blow out of his mouth the few beans or grains of corn. "Teeth!" the crowd will gasp. The fight should end quickly, either by both fighters' being knocked out and carried out of the ring, or by the referee's stopping the fight by reason of its cruelty.

Realistically put on, this is a good stunt for a carnival or similar occasion. If the mothers of the fighters are to be among the spectators, however, you should tip them off in advance. Otherwise, you may have an unplanned number on your program.

## Concurrent Songs

A combination of two songs sung simultaneously by separate groups or individuals can be arranged to meet the need for a stunt on a program. Two simple familiar songs which will lend themselves easily to such use are "Oh Where, Oh Where Has My Little Dog Gone" and "My Father and Mother Are Irish." Try them.

Oh where, oh where has my little dog gone?  
Oh where, oh where has he gone?  
With his ears cut short and his tail cut long  
Oh where, oh where has he gone?

My father and mother are Irish  
My father and mother are Irish  
My father and mother are Irish  
And I am Irish too.

The singers of both songs may appear on the stage as if they were going to sing together. If they begin at the same time, their notes will harmonize throughout and they will finish together.

Both groups should sing the songs together once. On a second time through, there will seem to have been an error, they are singing different songs. The confusion, however, is all in the minds of the audience. Except perhaps when the two groups are singing together, there will be no accompaniment.

# Comedy Cues

## WHAT? ANOTHER EXPENSE?

A very modern building for a town of this size. I suppose you have quite a modern staff of teachers, too.

Teachers? Oh gracious, we can't afford to have teachers. We're still paying for the building!

—Minnesota Education Journal

He had proposed and the girl had turned him down.

"Oh well," he sighed dejectedly. "I suppose I'll never marry now."

The girl couldn't help laughing a little, she was so flattered. "You silly boy!" she said. "Because I've turned you down, that doesn't mean the other girls will do the same."

"Of course, it does," he returned with a faint smile. "If you won't have me, who will?"

—Balance Sheet

A woman motorist was being examined for a driver's license.

Examiner: "And what is the white line in the middle of the road for?"

Woman: "Bicycles."—Health Culture

## MUSIC APPRECIATION

The celebrated soprano was singing a solo when Bobby said to his mother, referring to the conductor of the orchestra:

"Why does that man hit at that woman with a stick?"

"But he isn't hitting at her," replied the mother.

"Well, then, what's she hollerin' for?"

## How We Do It

(Continued from page 174)

of the Teeth," "Care of the Feet," "Proper Diet," "Personal Appearance," and "Public Health Manners." In all of the programs, interesting projects and activities were carried out by clubs, homerooms, and presented in assembly.

Our combined forces—curricular and extra-curricular—have endeavored to make everyone conscious of health and safety. The idea seems to be contagious. The school and community, now thoroughly interested, are pulling together to make this a successful project.—R. C. MONTGOMERY, Principal, Junior-Senior High School, Springer, N. M.

## HESPERIAN GIRLS' SOCIETY CARRIES ON MANY PROJECTS

Hesperian is one of the many girls' societies in Centennial High School, Pueblo, Colorado. It was organized as a society in 1910. The purpose of this group is explained fully in the law: Seek knowledge, uphold democracy, give friendship, be loyal—this is the law of Hesperian." Induc-

tion into membership is a candlelight service altogether very impressive.

Hesperian is active in supporting activities. Every year the Society sponsors a student-faculty tea on the last Friday of the first semester. The members always enter a float in the homecoming parade. Perhaps the most outstanding activity is that of keeping the Centennial Scrapbook, started in 1936 and continued to the present time. Before World War II, Hesperians gave an annual Armistice Day program. During the war they compiled the names of service men from Centennial and helped in Red Cross and other war work.

The biggest annual event now is the Hesperian essay contest. This is open to all junior and senior girls. The entries must be between 700 and 1000 words with no restrictions as to subject matter. The essays are evaluated by impartial judges outside of school on composition; then they are presented in assembly and judged on delivery. Composition counts two-thirds and delivery one-third. These contests were started in 1938. Some of the winning essays have been: "May I Introduce My Friend," 1940; "An American Dream," 1941; "Kid Brother," 1942; "Paw Prints," 1943; "Comes the Dawn," 1944; and, "I Hear America Singing," 1945.

We consider the above projects worth-while, but there is another which all members of Hesperian enjoy and which many people outside the organization like very much. That is the Hesperian Pollyanna game. Every year, about three weeks before Christmas, all the girls' names are written on slips of paper; each girl then draws a name, and for the next three weeks she is Polly to the girl whose name she draws. Being Polly consists of thinking of something to do for the girl that you are Polly to, such as taking her on a trip and bringing some small inexpensive gift nearly every day to symbolize some part of the journey; or writing a mystery story and giving her a chapter every day. All of this is carried on in the deepest secrecy, as your Polly is not to know who you are until the grand Christmas party. Then you give your Polly a gift climaxing the small ones, but instead of signing as Polly you sign your own name.

Also at Christmas time, Hesperians make attractive cards which they send to members of the high school faculty. The Society helps its members make the most of high school life. It promotes good relationships and helps make Centennial a better high school.—LA VERNE MAXEY, Centennial High School, Pueblo, Colo.

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